

# Reading



The reading objectives below should be covered throughout the entire year. Each should be consolidated and refreshed continually during literacy lessons, through a wide range of texts and activities, resulting in engaging, varied writing outcomes.

## Comprehension

### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ being encouraged to link what they read or hear read to their own experiences
- ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognising and joining in with predictable phrases
- ✓ learning to appreciate rhymes and poems, and to recite some by heart
- ✓ discussing word meanings, linking new meanings to those already known.

### Understand both the books they can already read accurately and fluently and those they listen to by:

- ✓ drawing on what they already know or on background information and vocabulary provided by the teacher
- ✓ checking that the text makes sense to them as they read and correcting inaccurate reading
- ✓ discussing the significance of the title and events
- ✓ making inferences on the basis of what is being said and done
- ✓ predicting what might happen on the basis of what has been read so far.

Pupils should participate in discussion about what is read to them, taking turns and listening to what others say.

Pupils should explain clearly their understanding of what is read to them.

## Word reading

### Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### Notes and guidance

- Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.
- Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing.
- Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

## Writing



The writing objectives below are best taught as part of a unit of work during the 'plan', 'draft and write', 'evaluate and edit' and 'read aloud and perform' sections of a unit of work. Teachers should refer to these objectives during every unit of work and across a range of writing.

## Composition

### Write sentences by:

- ✓ saying out loud what they are going to write about
- ✓ composing a sentence orally before writing it
- ✓ sequencing sentences to form short narratives
- ✓ re-reading what they have written to check that it makes sense
- ✓ discussing what they have written with the teacher or other pupils
- ✓ reading aloud their writing clearly enough to be heard by their peers and the teacher.

### Notes and guidance

- At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.
- Pupils should understand, through demonstration, the skills and processes that are essential to writing: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.
- Role-play and drama activities can help pupils to identify with and explore characters, and to try out the language they have listened to, as they write. This will support their writing development.
- **Independent writing**  
Encourage pupils to write independently by providing sticky notes, notebooks and sheets of paper in role-play areas and ensure that there are opportunities for writing outside.
- **Shared writing – modelling and demonstration**  
Pupils would benefit from teachers who explicitly model and demonstrate the writing process for them. Teachers should model their thought process and show children how to compose a sentence orally before writing it. E.g. *I am using a capital letter to start my sentence ... I am going to write ... What do I need at the end?*

## Handwriting and presentation

### Pupils should be taught to:

- ✓ sit correctly at a table, holding a pencil comfortably and correctly
- ✓ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ✓ form capital letters
- ✓ form digits 0–9
- ✓ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Notes and guidance

- **Handwriting families**  
Curly caterpillars – anti-clockwise and round  
Numbers: 0, 6, 8, 9  
Letters: c, o, a, d, g, q, s, e, f
- Long ladder letters – down and off in another direction  
Letters: l, i, j, t, u, (w, y with rounded bases)
- One-armed robot letters – down and retrace upwards  
Numbers: 2, 3, 5 (follow a clockwise direction)  
Letters b, h, k (curly 'k'), m, n, p, r
- Zig-zag letters  
Numbers: 1, 4, 7.  
Letters: v, w, x, z, k (straight 'k') (Refer to your school's handwriting policy.)
- Handwriting requires frequent and discrete direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand, to allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

## Spoken language



In Year 1, teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

### Pupils should:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role-play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication.

### Notes and guidance

- These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.
- Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.
- Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.
- Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

# Grammar, punctuation and vocabulary

## Teaching strategies

*'The grammar of our first language is learned naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking (see strategies below). Once pupils are familiar with a grammatical concept (e.g. 'modal verb'), they should be encouraged to apply and explore this concept in the grammar of their own speech and writing, and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.'*

National Curriculum English Appendix 2: Vocabulary, grammar and punctuation

Pupils are taught concepts in Key Stage 1 that are not always fully understood. The year-group expectations show when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content from Key Stage 1 be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

For children with special educational needs (especially dyslexia), constant repetition in different contexts and significant over-learning will help them access the curriculum.



### Apply in reading

Teachers should analyse the sentences used in reading and discuss the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. It might be helpful to colour code punctuation marks.



### Apply in writing

Teachers should model the use of the different types of sentences to children. E.g. *I am using a capital letter to start my sentence, but I am asking a question so I will use a question mark at the end.*



### Apply in spoken language

Depending on the type of spoken language, pupils should be encouraged to speak audibly and fluently with an increasing command of Standard English.

See the example units of work (pages 30 and 43) for how to embed grammar and punctuation into teaching.

## Expectations for writing

**Pupils should develop their understanding of the concepts set out in the English Appendix 2 (page 56) by:**

- ✓ leaving spaces between words
- ✓ joining words and joining clauses using 'and'
- ✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ✓ learning the grammar for Year 1 in English Appendix 2 (page 56)
- ✓ using the grammatical terminology in English Appendix 2 (page 56) when discussing their writing.

# Phonics and spelling

## National Curriculum guidance

During Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learned. Teachers should also ensure that pupils continue to learn new grapheme–phoneme correspondences (GPCs) and revise and consolidate those learned previously. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the Programmes of Study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading, and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill, and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and to broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

## Writing transcription: phonics and spelling

### Pupils should:

- ✓ spell words containing each of the 40+ phonemes already taught
- ✓ spell common exception words
- ✓ spell the days of the week
- ✓ name the letters of the alphabet in order
- ✓ use letter names to distinguish between alternative spellings of the same sound
- ✓ use the spelling rule for adding suffixes -s or -es as the plural marker for nouns and the third person singular marker for verbs
- ✓ use the spelling rule for adding suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*)
- ✓ apply simple spelling rules and guidance, as set out in the medium-term plan
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Notes and guidance (non-statutory)

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme–grapheme correspondences (which underpin spelling) are more variable than grapheme–phoneme correspondences (which underpin reading).

For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage, pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelled words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

# Phonics and spelling

## Teaching strategies

- Use the strategy:

Look and Say	Cover	Write	Check
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- **Using syllables**

Breaking words into syllables can support pupils with memory strategies (e.g. *sun-set*). Every syllable must have a vowel but 'y' can act as a vowel sound in words, e.g. *fly*, *gym* and *baby*.

- **Split digraphs**

Split digraphs used to be called the 'magic "e"', but with synthetic phonics, the two letters make one sound rather than 'making the letter say its name', e.g. *a-e – same*; *e-e – these*; *i-e – time*; *o-e – home*; *u-e – clue*.

It can be helpful to give pupils giant letters and ask them to hold hands to show that the letters make one sound. Teachers can also draw sound buttons or lines to show that they are one sound.

- **Adjacent consonants**

These used to be called 'blends' but they are no longer taught in this way because 'blending' words is linked to segmenting words and then blending them together to read them, e.g. *b-l-ow – blow*. The 'b' and 'l' are separate sounds. Be careful! Some books and resources still call these blends. More examples include *s-t*, *p-l*, *t-r*, *n-p*, *m-p*.

- **Mnemonics**

Creating a mnemonic for tricky or common exception words can help pupils to spell them, e.g. the end of 'could' – Oh you lucky duck!; 'said' – Sally always is down; 'people' – people eat orange peel like elephants.

Encourage pupils to write their own mnemonics for words that they find tricky.

- **Double consonants**

If a word has a short vowel sound followed by one consonant letter, double the last consonant letter, e.g. *drop – dropped*. The short vowel sound is 'o'.

Teachers should discuss and model the meaning of unknown words to Year 1 pupils so that they are able to read and use their new vocabulary in writing.